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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, is designed to help local education agencies better serve special populations. This activity will help identify existing and potential problems hindering quality educational opportunities for "protected" populations. Further, this evaluation is designed to prepare the agency for an on-site visit by the Civil Rights Compliance review team of the Department of Adult Vocational and Technical Education (DAVTE). The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Assessing Access and Equity

Local Leader Guide VII

CE 034 976

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

A major goal of vocational education is to provide access to quality programs for all persons regardless of race, color, national origin, sex or handicap. This Access and Equity Evaluation activity is designed to help local education agencies better serve special populations. This activity will help identify existing and potential problems hindering quality educational opportunities for "protected" populations. Actions to improve and strengthen vocational programs and services for all students can result from the completion of this activity. Further, this Access and Equity evaluation will help prepare the agency for an on-site visit by the Civil Right Compliance review team of the Department of Adult, Vocational and Technical Education (DAVTE).

This activity has been designed to assist local educators:

1. assess vocational services to special populations for the purpose of *improving* services in an equitable manner and to
2. evaluate programs and services to ensure *compliance* with the civil rights guidelines in vocational education.

The local educational agency may be interested in this activity because:

1. there is concern about access and equity in *general* within the district.
2. concern exists about a *particular* population(s).

In the first case, a focus of the evaluation will need to be determined during the initial stages of the process. In the second case, a focus of the evaluation will have already been identified by the district. There is some danger in entering into evaluation activities with a narrow focus. For example, it may appear as if architectural accessibility is the barrier to the enrollment of physically handicapped students. However, if no physically handicapped students have ever tried to enroll in vocational classes, the real problem may be lack of recruitment efforts, attitudinal differences among guidance and teaching staff or lack of awareness of the vocational abilities of physically handicapped students.

Prior to initiating evaluation activities, the reader should obtain an understanding of the intent of civil rights provisions. A copy of the *Guidelines for Eliminating Discrimination and Denial of Services On the Basis of Race, Color, National Origin, Sex and Handicap* should be perused. If this document is not on hand at the LEA, one can be obtained from the civil rights consultants at the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

Staff Meeting

A meeting should be held to inform the staff of the access and equity evaluation. Reaction from staff might provide feedback concerning major barriers and discriminatory practices. The local leader should obtain approval to conduct the meeting from the Chief School Administrator or immediate supervisor. An outline of major topics to be discussed should be jointly agreed upon. The information and materials to be covered during the meeting should be reviewed and an agenda should be prepared. Suggested topics to be covered in the staff meeting are listed in Information Handout 1. Also, the *Key Definitions for Access and Equity Evaluation* should be distributed at the staff meeting. (Information Handout 7-1)

The activities in this book have been adopted from the DAVTE materials used by the Civil Rights Team in preparation for on site visits. The activities are compatible with the existing DAVTE guidelines and should not require duplication of effort. ISBE/DAVTE Civil Rights Specialists are available for consultation. Please contact the DAVTE consultants at any stage in this process for additional information and suggestions.

Procedure/Task Breakdown

Task A: Establish An Access and Equity Task Force to Plan and Coordinate the Evaluation

1. The task force should include the following representatives:
   Director of Vocational Education
   Title IX Coordinator
   504 Coordinator
   Director of Special Education
   Vocational Teacher(s) From Each Occupational Area
   Guidance or Pupil Personnel Representative
2. Send a memo of invitation to each prospective task force member. (Example Document 7-1). The memo should be sent from the Chief School Administrator to emphasize the importance of the evaluation.

Task B: Orient the Task Force and Discuss the Major Issues

1. Develop an agenda and collect relevant documents for the task force orientation meeting. The agenda should include:
   a. The overall purpose and rationale for concern with Civil Rights. (Agenda from previous staff meeting could be used.)
   b. An explanation of the emphasis of the self-evaluation activities.
   c. An explanation of the specific responsibilities of task force members:
      1. Formulate purpose and focus of evaluation.
      2. Determine evaluation needs.
      3. Review written documents.
      4. Select and/or develop appropriate evaluation instruments.
      5. Implement evaluation procedures.
      6. Summarize results of evaluation.
      7. Prepare report of results.
      8. Develop a plan to address the needed improvements.
2. Determine the date for the next meeting.

Task C. Identify Potential Areas of Concern Regarding Access and Equity

1. Determine which program areas have a concentration of or minimal representation of students from each protected group present in the community.
2. Utilize the VEDS report (Example Document 7-2) to review potential areas of concern.
3. List programs which have a disproportionate enrollment on the basis of minority representation, limited English proficiency, handicapping condition and/or sex.

Task D. Analyze Areas of Concern Regarding Access and Equity at the Task Force Meeting

1. Distribute results of the VEDS report.
2. Analyze and discuss enrollment data from VEDS review.
3. Prioritize areas of concern if the VEDS review indicated that a district has several areas of concern.
4. Discuss and obtain consensus on the purpose and scope of the self-evaluation.
5. Assign appropriate sections of the Self-Evaluation Checklist for Civil Rights in Vocational Education to selected member(s) of the task force, i.e., guidance and counseling section to guidance representative. (See Example Document 7-3)
   Student Services Checklist
   A. Notification of promotional activities
   B. Counseling and guidance
   C. Vocational assessment, enrollment, and opportunities available to students
   D. Student evaluation and discipline
   E. Placement, graduation, and follow-up
   Staff Checklist
   A. Recruitment
   B. Hiring
   C. Promotion
   D. On the job status
   E. Retention and retirement
6. Develop a set of instructions and deadline for completion for the Self-Evaluation Checklist sections. Instructions should include directions for identifying problem areas as well as strengths.
7. Distribute instructions and completion timeline to appropriate personnel in the LEA. (i.e., counseling and guidance section to student services staff members). The task force representative should work with appropriate staff members to assist in completing the Self-Evaluation Checklist.
8. Assign members of the task force to oversee progress of one or more of these groups.
9. Set date for the next meeting.

Task E. Assemble and Review Completed Self-Evaluation Checklists at Task Force Meeting

1. Discuss results of Self-Evaluation Checklist for each section.
2. Prioritize areas of concern for further investigation.
3. Prepare a report of the results of the self-evaluation and priority areas.
4. Distribute the report to appropriate personnel (administrators, guidance counselors, vocational faculty, etc.).

Task F: Identify Key Questions for Each of the Areas of Concern Identified for Further Investigation

1. Develop key questions to guide the evaluation process by translating the items on relevant sections of the Civil Rights checklist (Example Document 7-4) into questions.
2. Select or develop evaluation instruments based on these key questions (Task H).

Task G: Select Methods for Obtaining Information

1. Identify groups who can provide answers to the key questions (e.g. students, teachers, administrators, employers).
2. Select an appropriate method(s) for obtaining information from each group. Four typical methods include:
   1. Survey questionnaire (in-school/mail out)
   2. Telephone interview
   3. In-person interview
   4. Observation checklists

   Information Handout 7-3 contains items to be considered in selecting the method of data collection.
3. Determine a method for processing or recording the data.

Task H: Develop the Evaluation Instrument

1. Translate the information needs into evaluation items. (See Information Handout 7-4)
2. Order the items so that the instrument starts with the least threatening item and places any sensitive items at the end.
3. Conduct a readability check on the items. (Consult district reading specialist or special education teacher.)
4. Pretest the instrument with a sample of 10 to 15 respondents from the intended population.
5. Use the pretest to determine the length of time for administration and to refine items that were difficult for respondents to answer. Rewrite or reorder questions as needed.
6. Sample questionnaires and observation checklists are contained in the Example Documents as follows:

   Document 7-5 Checklist for Observation of Sex Equitable Practices at Local Sites
   Document 7-6 Laboratory Evaluation Form for Accessibility for the Handicapped
   Document 7-7 Implementation Checklist for Limited English Proficiency Populations
   Document 7-8 Checklist for Evaluating Services to Special Populations

Task I: Conduct the Data Collection Activities

1. Identify the persons who will be surveyed or interviewed.
2. Inform respondents of the upcoming data collection by mail, through announcements at school, or through news releases.
3. Conduct an informational meeting of in-school respondents two weeks prior to the initiation of data collection procedures. Items to be included in the informational meeting/letter/news release include:
   a. Identity of district conducting survey.
   b. Name of contact person for additional information.
   c. Assurance of confidentiality.
   d. Purpose of survey.
   e. Method of data collection; how the person will be contacted.
4. Develop guidelines for sending and returning instruments. (See Information Handout 7-5.)

Task J: Process and Analyze the Data

1. Assign each questionnaire an identification number.
2. Perform initial analyses of the data in simple formats (e.g. frequency distributions, percentages, means, etc.).
3. Review questionnaires that contain open-ended responses and code the responses if the data are to be automatically processed.

Task K: Prepare a Report of the Results

1. Organize the results of the data collection summary according to each of the key questions.
2. Summarize the most important findings for each question (Example Document 7-9).
3. Formulate conclusions based on the information obtained from the review of the written documents and the data collection activities. Enter the conclusion on the report format under the column labeled "Conclusion." A sample conclusion might be:

   Forty-five percent of the vocational instructors surveyed indicated that they had the skills necessary to teach LEP students in their regular class.
4. Review the conclusions to determine if a discrepancy exists between agency policies and the actual practices discovered through data collection.
5. Develop a recommendation for each conclusion formulated. The recommendation should be entered in the appropriate column. A recommendation related to the previous example might be:

   The district should identify alternative methods of providing teachers with inservice education related to working with LEP students and support personnel.
6. Several suggested improvements should be formulated for each recommendation. These improvements should be listed in the column labeled "Suggested Improvements." Sample suggested improvements related to the previous conclusion include:
   a. Develop a formalized inservice plan designed to help instructors gain skills needed to teach LEP students.
   b. Invite the bilingual teacher to conduct a workshop for vocational teachers on methods of obtaining support services for LEP students.
7. Prepare the introductory pages to the report utilizing the following format:

   Description of the rationale, purpose, and focus for the evaluation
   List of task force members
   List of key questions
   Description of procedures used
   Executive summary
8. Compile the introductory pages, the conclusion section, and any charts or graphs that will add to the understanding of the findings. The report should be edited, duplicated, and prepared for distribution.

Task L: Utilize the Report to Implement Needed Improvements

1. Disseminate the report to appropriate administrators for distribution to the Board of Control, Advisory Committee, Access and Equity Task Force, staff members, and relevant advocacy groups.

2. Ask each of the groups receiving the report to review the findings and to submit comments to the Access and Equity Task Force.
3. Develop a plan to address the areas in need of improvement. The conclusions and recommendations section of the report should be used as the basis of plan development.
4. Determine goals to correspond to each area of improvement.
5. Develop a master goal list.
6. Prioritize and rank goals.
7. Develop a Plan of Action for each goal statement. The Plan of Action should include:
   Specific objectives related to the goal
   Activities that will be conducted to meet the objectives
   Resources needed
   Timeline for implementation
   Persons responsible for each activity
   Methods of evaluating progress toward the goals and objectives
8. Disseminate the goals and Plan of Action to the Board of Control, Administrative Staff, Advisory Committee, and Advocacy Groups.
9. Report the progress that has been made toward the achievement of each goal to the Board, Task Force and Staff on a periodic basis. Progress reports should also be disseminated through news releases, brochures, newsletters, and special reports.
10. Report progress in Section B of the Local Plan for Vocational Education.

Information Handouts

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Information Handout 7-1

Key Definitions For Access and Equity Evaluation

Bilingual Education—Refers to using two languages as the medium of instruction. (In the United States, one of those languages is English.)

Bilingual Vocational Education—Refers to programs which are designed to enable individuals with limited English-speaking ability to acquire the necessary job skills by using two languages as the medium of instruction. An integral part of these programs is the teaching of ESL.

LEP—Limited English Proficiency—any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from educational programs. LEP persons have English as the second language.

ESL—English as a Second Language—the teaching of English to persons whose native language is not English.

VESL—Vocational English as a Second Language—the teaching of special purpose English to LEP persons which utilizes the vocabulary, situations, and lexicon specific to a vocational field or job.

Handicapped Person—A person who is mentally retarded; deaf or hard of hearing; learning disabled; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically handicapped; or other health impaired . . . who, by reason of the above, requires special education and related services and cannot succeed in the regular vocational program without special educational assistance; or requires a modified vocational education program.

Appropriate Education—regular or special education and related aids and services that are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met.

Due Process—As part of the "appropriate education" requirement, schools must give parents access to a set of procedural safeguards to be followed when the parents contest an identification, evaluation or placement decision. Minimum due process standards include notice, an opportunity for the parents or guardian to examine relevant records, an impartial hearing with opportunity for participation by parents and representation by counsel, and a review process.

IEP—Individualized Education Program: The IEP is a written statement of education needs and related services for handicapped persons. The IEP consists of the student's present level of educational performance, annual learning goals including short term objectives, specific educational services to be provided, extent to which the student will be able to participate in regular education programs, projected date for initiation and anticipated duration of services, and objective criteria evaluation procedures and schedules for determining whether instructional objectives are being achieved.

Sex Bias—Behaviors resulting from the assumption that one sex is superior to the other.

Sex Stereotyping—Attributing behaviors, abilities, interests, values and roles to a person or a group of persons on the basis of sex.

Sex Discrimination—Any action which limits or denies a person or a group of persons opportunities, roles, privileges or rewards on the basis of sex.

Title VI of the Civil Rights Act of 1964—prohibits discrimination on the basis of race, color, and national origin in any program or activity receiving Federal financial assistance.

Title IX of the Educational Amendment of 1972—prohibits discrimination on the basis of sex in education programs receiving or benefiting from Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973—prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap—explains how civil rights laws and regulations apply to vocational education. (Federal Register, Wednesday, March 21, 1979)

Information Handout 7-2

Sample Agenda

I. Discuss the reasons for conducting an Access and Equity Evaluation. Typical reasons include:
   A. General awareness of the need to ensure equal educational opportunity for all students in vocational education.
   B. The district's enrollment data in vocational education may not be representative of the student population.
   C. A self evaluation has never been conducted so there is inadequate information for planning.
   D. There is an upcoming on-site review by a Civil Rights Compliance Team.
   E. There has been a concern that a discriminatory practice may exist, which might make the LEA vulnerable under civil rights laws.
   F. The results of a due process hearing or grievance procedure indicated need for the evaluation.

II. Review the legislative base for Civil Rights (Refer to Federal Register, Wednesday, March 21, 1979).

III. Review the protected population (or populations) that will be under consideration.

IV. Review the common stereotypes generally applied to specific population(s) under consideration.

V. Explain the focus of the evaluation (if determined) and how it was determined. If a specific focus has not yet been determined, explain the process by which a focus will be obtained.

VI. Describe the procedures that will be used in completing the local evaluation. (See Task Listing.)

VII. Ask for volunteers to assist with the Access and Equity Evaluation.

VIII. Request consultant assistance from DAVTE if necessary.

Information Handout 7-3

Data Collection Characteristics

Characteristics of the Telephone Approach

* Major advantage is the person-to-person contact offered.
* Low income households may not have telephones in large proportions; therefore a telephone survey can bias the returns.
* The length of time that a respondent can be kept on the telephone is limited—plan on absolutely no more than 40 minutes per interview.
* The volume of questions is not as important as the length of time involved.
* More expensive than mail-out method.
* Interviewers must be trained to administer items.
* The primary language of the respondent must be used.
* Interpreters may be needed for the deaf population.
* Persons of certain ethnic groups may fear retaliation for responding negatively. Utilize interviewers who are respected and trusted by the target population.
* Ensure confidentiality.

Characteristics of the Mail-Out Method

* Not as expensive as the interview approach.
* Allows more leisurely response by recipient than the interview.
* The reading level of the instrument is crucial. (See Task G.)
* The response or return rate generally will be lower than for an interview approach.
* The length of the instrument should not overwhelm the respondent.
* Complete instructions must be given.
* If automatic data processing is to be used, the information may have to be transposed before data entry.
* A postcard follow-up and a subsequent reminder with an additional copy of the questionnaire will increase the return rate.
* Respondents should not be requested to provide postage.
* The instruments should be printed in languages appropriate to persons with Limited English Proficiency.
* May not be appropriate for blind populations if reader services are not available.

In-School Surveys

* Response rate is generally high.
* Limit teacher administered surveys to 20 minutes.
* Provide reader services for students with reading difficulties. Train the readers to reduce interpretation bias.
* The survey should be printed in the primary language used by the student.
* Emphasize the importance of accurate responses to students.

Information Handout 7-4

Survey Item Development

a. All items should directly relate to the key questions.
b. Items should be stated as simply as possible.
c. Items should be free of ambiguity.
d. If open-ended responses are used, interpretation, classification, and codification will be required for data processing use.
e. Reading level/vocabulary level must be appropriate to the population. The items should be geared to the lowest anticipated reading level of the target population.
f. Items should be free of sex bias/stereotypes in language and in examples given.
g. If an LEP population is included, both languages of the target population should be used.

Information Handout 7-5

Guidelines for Sending and Returning Instruments

Interviews

a. Determine the best times to contact the respondent groups. The school-day hours will probably be best for in-school respondents. Late afternoons, early evenings, or weekends might be best for out-of-school respondents.
b. Establish the number of contacts that should be attempted before an individual will be classified as unreachable. As a rule, 5 telephone attempts and 3 in-person attempts are reasonable limits.

Surveys

a. Approximately one month should be allowed for mail-out surveys and two weeks should be allowed for in-school surveys.
b. Each questionnaire should be accompanied by a cover letter explaining the purpose of the survey and requesting the person's cooperation. Personally signed letters generally increase the response rate.
c. Follow-up post cards should be sent two weeks after the initial distribution.
d. Follow-up phone calls are advisable when surveying special populations.

On Site Observations

a. Conduct observations on several occasions to reduce behavior changes related to observer presence.
b. Conduct observations at different times of the day and on different days to ensure adequate sampling.
c. Observations should be conducted independently by two or more persons.
d. Identify the person(s) responsible for monitoring the data collection activities.
e. Distribute surveys, conduct interviews, and/or complete observation checklists.
f. Conduct follow-up activities as specified in step 4.

Example Documents

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Example Document 7-1

Sample Invitation Memo

September 1, 1982

To: Jane Smith
Director of Special Education
High School District 100
Chicago, Illinois

From: R. J. Jones
Superintendent

Regarding: Access and Equity Task Force

A major goal of High School District 100 is to offer quality vocational education programs to all students regardless of race, color, national origin, sex, or handicap. We will be conducting a local evaluation of the policies and practices in the district to ensure all students have access to vocational programs. An Access and Equity Task Force is being formed to plan and coordinate the locally directed evaluation activities. I would like to invite you to serve on this task force as a representative of the handicapped students in our district. Although the task force will be reviewing several areas of access and equity, the district is particularly concerned about the accessibility of the vocational programs to handicapped students. Therefore, your expertise and background will be appreciated.

It is anticipated that the committee will meet approximately six times during the school year. The first meeting will be held on September 30, 1982 in the Board Room of the Administration Center. The meeting will begin at 1:00 p.m. and should conclude at 3:00 p.m.

Thank you for considering our invitation to serve as a task force member. The activities of the task force will contribute to the improvement of vocational services to special populations in our district and I look forward to the findings of the task force.

Example Document 7-2

To The Access and Equity Task Force:

The attached forms should generate sufficient information to identify potential areas of concern regarding access and equity in the district. With the exception of the community and/or district information, these forms should be completed for each attendance center. The information can then be used to determine a focal point for the Access and Equity Self Evaluation.

Population Characteristics of the Community and/or District

Is there a community of protected minorities in the district? Yes _____ No _____

If so, what is the approximate percentage of the total population for that group?

Native American	____%
Asian	____%
Black	____%
Hispanic	____%
White (Not Hispanic)	____%
Total	100 %

(Possible Sources: Job Service Office, Chamber of Commerce, Mayor's Office, 1980 Census, ISBE Fall Housing Report, etc.)

SECONDARY ONLY

ENROLLMENTS IN VOCATIONAL EDUCATION

District _____

	Handicapped	LEP
1. Total Secondary Enrollment (Fall Housing Report)		
2. Total Vocational Enrollment Comparison (VEDS Report) (Divide #2 by #1)	%	%

Utilize the most recent Vocational Educational Data System Report (VEDS) and other sources to complete this form. List the number of programs that have students from each group to determine the variety of vocational education being offered. You may include several programs in an occupational area but do not list individual courses.

Program	Handicapped	LEP

SECONDARY ONLY (9-12)

ENROLLMENTS IN VOCATIONAL EDUCATION*

Attendance Center: _____

	Handicapped	LEP
1. Total Secondary Enrollment By Attendance Center (Fall Housing Report)		
2. Total Vocational Enrollment Comparison By Attendance Center (VEDS Report) (Divide #2 by #1)	%	%

Utilize the most recent Vocational Educational Data System Report (VEDS) and other sources to complete this form. List the number of programs that have students from each group to determine the variety of vocational education being offered in the attendance center. You may include several programs in an occupational area but do not list individual courses:

Program	Handicapped	LEP

*This completed form should be used with the self evaluation instrument to identify potential areas of concern regarding access and equity for vocational education.

SECONDARY ONLY

ENROLLMENTS IN VOCATIONAL EDUCATION

District _____

	Native American	Asian	Black	Hispanic	White (Not Hispanic)
1. Total Secondary Enrollment (Fall Housing Report)					
2. Total Vocational Enrollment Comparison (VEDS Report) (Divide #2 by #1)	%	%	%	%	%

Utilize the most Vocational Education Data System Report (VEDS) to complete this form. List only programs that have a *high concentration* or *minimal* representation of any of the listed protected groups in relation to the total number of students of each group in vocational education. You may include several programs in an occupational area but do not list individual courses.

Program	Native American	Asian	Black	Hispanic	White (Not Hispanic)

SECONDARY ONLY (9-12)

ENROLLMENTS IN VOCATIONAL EDUCATION*

Attendance Center: _____

	Native American	Asian	Black	Hispanic	White (Not Hispanic)
1. Total Secondary Enrollment By Attendance Center (Fall Housing Report)					
2. Total Vocational Enrollment Comparison By Attendance Center (VEDS Reprot) (Divide #2 by #1)	%	%	%	%	%

Utilize the most recent Vocational Education Data System Report (VEDS) and other enrollment data to complete this form. List programs that have a *high concentration* or *minimal* representation of any of the listed protected groups in relation to the total number of students of each group in vocational education in the attendance center. You may include several programs in an occupational area but do not list individual courses.

Program	Native American	Asian	Black	Hispanic	White (Not Hispanic)

*This completed form should be used with the self evaluation instrument to identify potential areas of concern regarding access and equity for vocational education.

SECONDARY ONLY

ENROLLMENTS IN VOCATIONAL EDUCATION

District _____

Utilize the most recent Vocational Education Data System Report (VEDS) to complete this form. List programs that have a high percentage of females or males. You may include several programs in an occupational area but do not list individual courses:

Program	Female	Male	%

SECONDARY ONLY (9-12)

ENROLLMENTS IN VOCATIONAL EDUCATION*

Attendance Center: _____

Utilizing the most recent Vocational Education Data System Report (VEDS) and other enrollment data, list only programs in the attendance center that have a very *high percentage* of females and males. These may include several programs in an occupational area but do not list individual courses:

Program	Male	Female	%

*This completed form should be used with the self evaluation instrument to identify potential areas of concern regarding access and equity for vocational education.

Example Document 7-3

Self Evaluation Checklist for Civil Rights

Students: Preventing Discrimination and Promoting Equity at Each Stage of the Educational Process

Suggested Documentation
(Check those you feel you could provide.)
(Review those in areas where problems exist.)

A. Notification of Promotional Activities

1. Public Notification and Promotional Literature

a. Prior to the beginning of each school year, do you advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap? (Required)

Yes(R) No
Students _____
Parents _____
Employees _____
General Public _____

a. ___ Copies of announcement to students and employees along with description of dissemination.

b. Is a brief summary of program offerings and admission criteria included in public announcements along with the name, address, and telephone number of the person(s) designated to coordinate Title IX and Section 504 compliance activity? (Required)

Yes(R) No
_____

b. ___ Copies of announcement to parents along with description of dissemination.

c. If your service area contains a community of national origin minority persons with limited English language skills, are all public notifications and all promotional literature distributed to that community in its language? (Required)

Yes(R) No
_____

c. ___ Copies of press releases, newspaper articles, newspaper advertisements for both majority and minority communities.

d. Does your district have a written grievance procedure for handicapped persons in accordance with Section 504 which provides for due process and prompt and equitable resolution? (Required)

Yes(R) No
Students _____

d. ___ Copies of grievance procedures.

e. Does your district have a grievance procedure for persons of both sexes in accordance with Title IX which has been published and provides for prompt and equitable resolution? (Required)

Students Yes(R) No
_____

e. ___ Dissemination of grievance procedures.

2. Promotional Activities

a. Are all promotional efforts (including activities of school officials, counselors, and vocational staff) undertaken in a manner that will not create or perpetuate stereotypes of limitations based on race, color, national origin, sex, or handicap? (Examples of promotional efforts are career days, parents' nights, shop demonstrations, visitations by groups of prospective students and by representatives of business and industry.) (Required)

Yes(R) No
_____

a. ___ Identification by race, color, national origin, sex, and handicap of staff and students involved in career days, parents' nights, shop demonstrations, etc.

b. Do materials that are part of promotional efforts avoid creation or perpetuation of stereotypes through text or illustration? (To the extent possible they should portray males or females, minorities or handicapped persons in programs and occupations in which these groups traditionally have not been represented.) (Required)

Yes(R) No
_____

b. ___ Promotional materials.

c. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, do the curricula and programs described cover a broad range of occupational

Yes(R) No
_____

c. ___ Records of presentations.

opportunities; and do you avoid limiting exposure of opportunities to students or potential students to whom the presentation is made on the basis of race, color, national origin, sex, or handicap? (Required)

d. To the extent possible, do recruiting teams include persons of different races, colors, national origins, sexes, and handicaps? (Required)

Yes(R) No

d. ___ Identify members of recruiting teams by race, color, national origin, sex, and handicap.

e. Does your school provide an opportunity for all students to preview all vocational education programs? (Suggested)

Yes(S) No

e. ___ Assembly presentations.
___ Career Days.
___ Visitations by groups of prospective students.

3. Vocational Information and Orientation

a. Are all students at the elementary and junior high school level provided with exploration programs and opportunities? (Suggested, but not required, in order to equalize opportunities for exposure to vocational education before dropout rates develop differentially on the basis of race or sex, for example.)

Yes(S) No

a. Policy statement included in:
___ Student handbook.
___ Course guides.
___ Letters to parents.
___ Board minutes.
___ Schedule of courses.

b. If vocational exploration (including industrial arts, introduction to vocations, and the like) is provided in your local educational agency, do students have the opportunity to participate regardless of race, color, national origin, sex, and handicap? (Required)

Yes(R) No

Race, etc. _____
Sex _____
Handicap _____

b. ___ Enrollment figures by race, color, national origin, sex, and handicap.

c. Is the scheduling of exploratory courses arranged in such a way that it does not result in discrimination on the basis of race, color, national origin, sex, and handicap? (E.g., Are home economics and industrial arts courses scheduled at the same time?) (Required)

Yes(R) No N/A

c. ___ Course schedules.

d. Is vocational education orientation a part of the general orientation for new students or students at feeder schools? (Suggested)

Yes(S) No

d. ___ Agendas of vocational orientation.
___ School bulletin boards.

e. Do teachers and counselors actively orient students to courses nontraditional to their race, color, national origin, sex, and handicap? (Suggested)

Yes(S) No

Race, etc. _____
Sex _____
Handicap _____

e. ___ Slide presentations.
___ Parents' night agenda.
___ Description of in-school demonstrations and tours.
___ Description of field trips to various industries and businesses.
___ Descriptions of guest speakers.
___ Units on the effects of stereotyping in courses such as English, social studies, and vocational education.
___ An information packet for parents about vocational courses.

f. If you have a career information system, does this system show people of all races, colors, national origins, sexes, and handicapping conditions participating in vocational courses and careers? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

f.
- ___ Slide presentations.
- ___ Career day agendas.
- ___ Orientation materials.
- ___ Guest speakers (description).
- ___ Occupational fairs.
- ___ Research papers, debates, current event days, or sessions by students.
- ___ Resource persons from business and industry depicting nontraditional roles.
- ___ Invitations to speakers in non-traditional roles to speak about the issue of sex bias.
- ___ A listing of pioneering people in all occupations from newspaper clippings and local individuals.
- ___ A nontraditional workers' week.
- ___ A career resource center in the library, vocational cluster, or in the counseling center.

g. Are all students encouraged to consider seriously all programs of study and to select vocational courses on the basis of their individual career goals? (Suggested)

Yes(S) No

g.
- ___ Materials.
- ___ Description of practices.
- ___ Student handbook.

h. Do you have a system for identifying students interested in nontraditional vocational courses? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

h.
- ___ Career interest surveys.
- ___ Career information materials.

i. Are all student fees eliminated which might exclude a disproportionate number of students from participating in vocational courses based on race, color, national origin, sex and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

i.
- ___ A listing of courses requiring fees.
- ___ Justification and description of the use of such fees.
- ___ Student enrollment data reflecting, proportion by race, color, national origin, sex, and handicapped status in courses requiring fees.
- ___ Student enrollment data for students who cannot pay fees.

B. Counseling and Guidance

1. Are counseling materials and activities (including student program selection and career/employment selection) avoided if they discriminate illegally on the basis of race, color, national origin, sex, and handicap? (Required)

Yes(R) No

1.
- ___ Nondiscriminatory materials.
- ___ List of tests and interest inventories administered.
- ___ Documentation of feedback from students.

2. Do vocational counselors and other counselors avoid directing or urging any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program, based upon the student's race, color, national origin, sex, or handicap? (Required)	Yes(R) No	2. ___ Patterns of enrollments.
3. Do counselors avoid counseling handicapped students toward more restrictive career objectives than non-handicapped students with similar abilities and interests? (Required)	Yes(R) No	3. ___ Counselors' logs or records. ___ Feedback from students.
4. If a vocational program disproportionately enrolls male or female students, minority or nonminority students or handicapped students, have adequate steps been taken to insure that the disproportion does not result from unlawful discrimination in counseling activities? (Required)	Yes(R) No	4. ___ A description of the internal procedures being used to ensure that appraisal and counseling materials do not discriminate on the basis of race, color, national origin, sex, and handicap. ___ Surveys of student needs and vocational preferences. ___ Surveys to reveal staff's sexist and/or ethnic/racist attitudes. ___ Description of ways in which counselors determine if any females are interested in traditionally male fields and males in traditionally female fields (also in terms of minorities and the handicapped).
5. To insure that counselors effectively communicate with national origin minority students who have limited English language skills and with students who have hearing impairments, are interpreters made available or are other appropriate steps being taken? (Required)	Yes(R) No N/A	5. ___ List of limited English-speaking students and methods utilized for communication with them.
6. Do all descriptive materials relating to counseling and guidance services make clear that all services are available to all students regardless of their race, color, national origin, sex, or handicap? (Suggested)	Yes(S) No	6. ___ Copy of descriptive materials.
7. Do all manuals, procedural guidelines, or other documents outlining the responsibilities of counselors or guidance personnel — • clearly state the responsibilities of personnel for the provision of counseling which does not illegally discriminate on the basis of race, color, national origin, sex, and handicap? (Suggested) • provide technical or procedural information without the use of sexist language or sex-stereotyped examples? (Suggested)	Yes(S) No Yes(S) No	7. ___ Copies of actual documents listed.

8. Are all materials available to students in academic, career, or personal counseling contacts or programs free from implications, in either text, language, or photographs that certain academic, career, or personal choices are more appropriate or "realistic" for students of one race, color, national origin, or sex than another, and for the nonhandicapped? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

8. __ Copies of materials.

9. Have efforts been made to develop counseling techniques which do not discriminate on the basis of race, color, national origin, sex and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

9. __ List of counseling techniques for "protected groups"
__ List of names of interpreters for the deaf.
__ Description of inservice training for all counselors.

10. Do counselors suggest or recommend to students that they consider courses or training programs which are nontraditional for their race, color, national origin, sex, and handicap? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

10. __ Slide presentations at student assemblies.
__ Bulletin boards dedicated to nontraditional fields.
__ Agendas of vocational orientation activities.
__ Description of the extent counselors provide career guidance and course information in traditionally female fields to males and vice versa (also in terms of minorities and the handicapped).

11. Are supportive counseling and activities offered to students who are enrolled in courses that have been considered nontraditional for their race, color, national origin, sex, and handicap? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

11. __ Remedial courses for students.
__ Support groups for nontraditional students.

12. Have efforts been made to encourage students to consider how bias and stereotyping limit their options and opportunities with regard to their race, color, national origin, sex, and handicap? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

12. __ Charts and tables comparing salaries in the different occupations.
__ Charts and tables showing the probabilities of being a single head of household at some time.

C. Vocational Assessment, Enrollment, and Opportunities Available to Students

1. Vocational Assessment

a. Are students selected or judged for admission to vocational education programs on the basis of criteria that do not have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		

a. __ List of all tests (by name of test and/or form used) administered during the past two years and the current academic year, and the number of males and females and whites tested with each.
__ List of any other appraisal instruments used in counseling students or assigning them to programs.

___ A description of the internal procedures used by the school district for the nondiscriminating administration and interpretation of appraisal instruments.
___ Statistics showing selection effects of all tests and other assessment instruments as a function of race, color, national origin, sex, or handicap.

b. If the answer to the above question is "no", can you demonstrate that such criteria have been validated as essential to participation in a given program and that alternative equally valid criteria which do not have such a disproportionate adverse effect are unavailable? (Examples of admissions criteria that must meet this test are past academic performance, record of disciplinary infractions, counselors' approval, teachers' recommendations, interest inventories, high school diplomas and standardized tests, such as the Test of Adult Basic Education (TABE).) (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

b. ___ Proof of validity for all selection criteria that have disproportionate effects as a function of race, color, national origin, sex, or handicap.
___ Proof that alternative equally valid criteria which do not have disproportionate adverse effects are unavailable.

c. When tests are administered to students with impaired sensory, manual, or speaking skills; do you ensure that the tests are administered so as to ensure accurate measurement of the students' aptitudes or achievement levels? (Required)

Yes(R) No N/A _____

c. ___ Methods for administering tests.
___ List of students tested.
___ Documentation of feedback from students.

d. When tests are administered to students with limited English-speaking skills, do you ensure that the tester is "fluent" in the language of the students to be tested? (Required)

Yes(R) No N/A _____

d. ___ List of persons who administered or assisted in testing who are "fluent" in the language of limited English-speaking students.
___ Feedback from limited English-speaking students.

2. Entry into Vocational Courses/Programs

a. An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and handicap with one exception. Has this provision been satisfied? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

a. ___ Policy documents stating prerequisites.
___ Enrollment figures as a function of race, color, national origin, sex, and handicap for all prerequisite courses.

b. If the answer to the above question is "no", has the prerequisite course that was formerly only available on a discriminatory basis been demonstrated (a) to be essential to participation in the program and (b) to be presently available to those seeking enrollment for the first time and to those formerly excluded? (Required)

Yes(R) No N/A _____

b. ___ Proof that such courses are essential.
___ Proof that such courses are presently open to all seeking enrollment.
___ Proof that such courses are presently available to those formerly excluded.

c. Do you avoid restriction of admission to vocational education programs because, as a member of a national origin minority with limited English language skills, a prospective student cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English? (It is the responsibility of your school to identify such applicants and assess their ability to participate in vocational instruction. Acceptable methods of identification include: (1) identification by administrative staff, teachers, or parents of secondary level students; (2) identification by the student in postsecondary or adult programs; and (3) appropriate diagnostic procedures, if necessary.) (Required)

Yes(R) No N/A _____ c. ___ List of students who were not admitted to requested programs.
___ Copies of methods of identification.

d. Have steps been taken to open all vocational programs to national origin minority students mentioned above? (A local educational agency must demonstrate that a concentration of students with limited English language skills in one or a few programs is not the result of discriminatory limitations upon the opportunities available to such students.) (Required)

Yes(R) No N/A _____ d. ___ Number of limited English-speaking students compared with number in vocational programs.

e. Have you avoided a system for admission to a secondary vocational education center or program that limits admission to a fixed number of students from each sending school included in the center's service area? (Such a system may disproportionately exclude students from the center on the basis of race, color, national origin, sex, or handicap. Example: Assume 25 percent of a school district's high school students are black and that most of those black students are enrolled in one high school; the white students, 75 percent of the district's total enrollment, are generally enrolled in the five remaining high schools. A system of admission to the secondary vocational education center that limits eligibility to a fixed and equal number of students from each of the district's six high schools is prohibited.) (Required)

Yes(R) No N/A _____ e. ___ Policy on "admissions" to vocational center.

f. Are students who have completed the required prerequisites permitted to enter cooperative courses, work study, and apprentice programs regardless of race, color, national origin, sex, and handicap? (Required)

Yes(R) No f.
Race, etc. _____
Sex _____
Handicap _____
___ Instructor's statement pertaining to reasons for acceptance or rejecting of each student.
___ Class rolls identifying enrollees.

g. When particular courses are found to have disproportionate enrollment as a function of race, color, national origin, sex, or handicapped status, have procedures been specified to ensure that:
- counselors are not making course assignments differentially on the basis of student race, color, national origin, sex, or handicap? (Required)
- counselors do not discourage or prohibit student course enrollment on the basis of race, color, national origin, sex, or handicap? (Required)

g. ___ A breakdown of course enrollment by race, color, national origin, sex, and handicapped status of students in all vocational courses.

Yes(R) No _____
___ Name and number of all vocational classes enrolling disproportionate numbers of students of one race

- counseling materials do not state or imply (in either text, language, or photographs) that certain courses, programs, academic careers or life choices are more suitable to students of one race, color, national origin, sex, than the other, or for the nonhandicapped? (Required)

or sex, etc., along with the school district's explanation of why enrollment in such courses is predominantly of one race or sex, etc.

Yes(R) No _____

__ Results of materials review.

Yes(R) No _____

__ Description of internal procedures being used to ensure that appraisal and counseling materials do not discriminate on the basis of race, color, national origin, sex, or handicap.

h. Are *secondary* level handicapped students placed in the regular educational environment of any vocational education program to the maximum extent appropriate to the needs of the students unless it can be demonstrated that the education of the handicapped persons in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily? (Handicapped students may be placed in a program only after your school satisfies the provisions of the Department of Education's regulations relating to evaluation, placement, and procedural safeguards. If a separate class or facility is identifiable as being for handicapped persons, are the facility, the programs, and the services comparable to the facilities, programs and services offered to nonhandicapped students? (Required)

Yes(R) No _____ h.

__ Copy of Individual Educational Program (I.E.P.) for each secondary handicapped student.
__ Analysis of I.E.P.-strengths and weaknesses of student.
__ Analysis of vocational component of I.E.P.
__ Feedback from handicapped students.
__ Copy of school process for identifying, evaluating, and placing handicapped students in programs.
__ Feedback from persons serving on committees for placing handicapped students into programs.

i. Does your school avoid denying handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids? (If necessary, schools must (1) modify instructional equipment, (2) modify or adapt the manner in which the courses are offered (3) house the program in facilities that are readily accessible to mobility impaired students or alter facilities to make them readily accessible to mobility impaired students, and (4) provide related aids or services that assure *secondary students* an appropriate education.) (Required)

Yes(R) No _____ i.

__ Copy of transition plan.
__ List of physically handicapped students enrolled in vocational programs.

j. Do you avoid directing handicapped students away from certain occupations or professions because job opportunities may be limited? (Required)

Yes(R) No _____

k. Are changing rooms, showers, and other facilities for students of one sex comparable to those provided to students of the other sex? (This may be accomplished by alternating use of the same facilities or by providing separate comparable facilities.) (Required)

Yes(R) No

l. Are such facilities adapted or modified to the extent necessary to make the vocational education program readily accessible to handicapped persons? (Required)

Yes(R) No

m. If your local educational agency has agreements to provide supplementary related aids, services, and auxiliary aids to handicapped persons, have the specified aids, services, and auxiliary aids been provided? (Required)

Yes(R) No N/A

Race, etc. _____
Sex _____
Handicap _____

m. ___ Copies of interagency agreements.
___ Student records.
___ Monitoring records.

n. Have you ensured that handicapped students who receive a program of remedial work are not delayed in fulfilling their vocational program requirements with the help of supplementary related aids, services, and auxiliary aids? (Suggested)

Yes(S) No N/A

Race, etc. _____
Sex _____
Handicap _____

n. ___ Student records.

o. Do you use an I.E.P. as the basis for determining the vocational education needs of handicapped students? (Suggested)

Yes(S) No

o. ___ I.E.P. format.

p. Does your district avoid applying any rule concerning marital or parental status which differentiates on the basis of sex in determining whether a person satisfies any policy or criteria for admission? (Required)

Yes(R) No

p. ___ Admission criteria.
___ Student records.

q. Do you avoid removing pregnant females from regular vocational classes or provide the option for comparable classes and service on a voluntary basis? (Required)

Yes(R) No

q. ___ Policies for special schools.
___ Student records.

r. Are all vocational students allowed to join their program area's vocational student organization with all rights and privileges regardless of race, color, national origin, sex, or handicap? (Required)

Yes(R) No

Race, etc. _____
Sex _____
Handicap _____

r. ___ Organization constitutions and bylaws.
___ Organization membership lists with the identification of membrs over a 3 year period.
___ Organization officers, committee chairpersons, and members.
___ Newsletters and articles pertaining to activities of members.

s. Do you request anonymous student evaluations concerning any forms of discrimination and/or bias that may be felt to exist in any classroom? (Suggested)

Yes(S) No

s. ___ Copy of evaluation questionnaire.

t. Do you have a student advisory committee to offer recommendations to solve bias and stereotyping problems? (Suggested)

Yes(S) No

t. ___ Names of student advisory committee members.
___ Minutes of committee's meetings.

u. Are the names, addresses, and telephone numbers of Title IX and Section 504 coordinators published. (Required)

Yes(R) No

u. ___ Copies of publications in which information is published.

v. Have you provided remedial instruction for students who lack certain necessary skills, but who otherwise have the ability to succeed in vocational programs if these students desire vocational programs? (Required)

Yes(R) No N/A
Race, etc. _____
Sex _____
Handicap _____

v. ___ Policies.
___ Student records.

w. If you provide opportunities for students to pursue vocational courses at other than their "home" high schools, do you provide these opportunities without "adverse" effect based on race, color, national origin, sex, or handicap? (Suggested)

Yes(S) No N/A
Race, etc. _____
Sex _____
Handicap _____

w. ___ Data showing frequency of use by race, color, national origin, sex, and handicapped status.

x. If the answer to the above question is "no", do you still manage to avoid illegal discrimination based on race, color, national origin, sex, or handicapped status? (Required)

Yes(R) No N/A
Race, etc. _____
Sex _____
Handicap _____

x. ___ List of students by race, color, national origin, sex, and handicapped status who pursue vocational courses at other high schools or AVC's.

y. Do you provide free transportation for students pursuing courses at other than their "home" high schools, so that all students have equal opportunities to enjoy these opportunities regardless of race, color, national origin, sex, or handicap? (Suggested)

Yes(S) No N/A
Race, etc. _____
Sex _____
Handicap _____

y. ___ Transportation policy.

D. Student Evaluation and Discipline

1. Do you avoid differential grading results on the basis of race, color, national origin, sex, and handicap? (Suggested)

Yes(S) No
_____

1. ___ Distribution of grades as a function of race, color, national origin, sex, and handicap.
___ Course completion as a function of race, color, national origin, sex, and handicap.

2. If the answer to the above question is "no", have grading standards and competency records been validated as essential to satisfactory completion of course requirements? (Required)

Yes(R) No
_____

2. ___ Proof of validation.

3. Do suspensions reflect an absence of potential bias on the basis of race, color, national origin, sex, or handicap? (Suggested)

Yes(S) No
Race, etc. _____
Sex _____
Handicap _____

3. ___ A listing of suspensions by race, color, national origin, and sex of students.

4. Do records of other disciplinary actions taken against students reveal an absence of potential discrimination on the basis of race, color, national origin, sex, and handicap? (Suggested)

Yes(S) No
Race, etc. _____
Sex _____
Handicap _____

4. ___ Analysis of the records of disciplinary action taken against students for the past academic year.

E. Placement, Graduation, and Follow-Up

1. Is employment and job placement assistance provided to students without regard to race, color, national origin, sex, and handicap:

- in cooperative education program? (Required)

Yes(R) No
Race, etc. _____
Sex _____
Handicap _____

1. ___ Records of students assisted (by race, color, national origin, sex, and handicap) over the past three years.
___ Names of students not placed on jobs and reasons why.

- in work study programs? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- in job placement programs? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

__ List of students in work study programs over past three years.
__ Feedback from students.
__ Feedback from employers.

2. Do you ensure that employers or prospective employers do not discriminate against students participating in cooperative education, work study and job placement programs on the basis of race, color, national origin, sex, or handicap in:

2. __ Copy of employers' statements of non-discrimination.
__ List of employers dropped due to discrimination.
__ Feedback from students in programs.
__ Copy of any materials and policies provided employers relative to the civil rights of students.
__ Feedback from employers.

- Recruitment? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- Hiring? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- Placement? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- Assignment to work tasks? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

__ Analysis of "training plans" compared with actual student experiences on the job.

- Hours of employment? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- Levels of responsibility? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

- Pay? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

3. Do written agreements for the referral or assignments of students to an employer contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap? (Required)

Yes(R) No _____

3. __ Records of past referrals of students to employers.
__ Copy of written agreements.

4. Do instructors refuse to honor any employer's request for students who are free of handicaps or for students of a particular race, color, national origin, or sex? (Required)

Yes(R) No _____

4. __ List of employers dropped due to discrimination.

		Yes(R) No		
5. Have all agencies, organizations, or individuals whom the school assists or sponsors in making employment available to students submitted assurances of nondiscrimination on the basis of race, color, national origin, sex, and handicap? (Required)	Race, etc. Sex Handicap	_____ _____ _____	5. __	File of nondiscrimination statements from all organizations in work study and other programs (i.e., written assurances of nondiscrimination).
6. Are requests for referrals of potential student employees made without specifications of race, color, national origin, sex, or handicapped status? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	6. __	Analysis of students placed on jobs vs. those not placed by race, color, national origin, sex, and handicap.
7. Do reviews of records of student employment referrals indicate nondiscrimination by race, color, national origin, sex, and handicap in:			7. __	Listing of student placements and compensation by race, color, national origin, sex, and handicap in work study programs.
• Hiring? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	__	Pay scale of students.
• Job Assignment? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____		
• Salaries? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____		
• Promotions? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____		
8. Are student employment referrals made without regard to race, color, national origin, sex, and handicap? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	8. __	A list of reasons why co-op students are unemployed if unemployment is differential by race, color, national origin, sex, or handicap.
9. Are employment listings made without specifications on the basis of race, color, national origin, sex, and handicapped status. (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	9. __	List of referrals to employers.
10. Are graduation requirements the same for all students regardless of their race, color, national origin, sex, and handicap? (i.e., if industrial arts and home economics are required, are both required for students of both sexes?) (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	10. __	A listing of graduation requirements.
11. Are financial aids and benefits available to students on an equal basis regardless of race, color, national origin, sex or handicap? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	11. __	Copies of materials and information used to notify students of opportunities for financial assistance.
			__	List of students receiving financial aids.

Staff: Preventing Discrimination and Promoting Equity at Each Stage of the Educational Process

Suggested Documentation
(Check those you feel you could provide.)

A. Recruitment

1. In general do you avoid engaging in any employment practice that discriminates against any employee or applicant for employment on the basis of race, color, national origin, sex or handicap? (Recipients of vocational funds may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion or other discrimination against students.) (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

1. ___ Job announcements published in all media.
___ Advertisements for employees.
___ Criteria for selection.
___ Questions asked interviewees.
___ Feedback from interviewees.

2. Do you avoid limiting recruitment for employees to schools, communities or companies disproportionately composed of persons of a particular race, color, national origin, sex, or handicapped status except as required to overcome the effects of past discrimination? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

2. ___ Recruitment practices.

3. Have you been able to avoid significant "underrepresentation" or "overrepresentation" of staff of "protected" and "unprotected" races, colors, national origins, sexes or handicapped statuses in all program areas? (Suggested)

	Yes(S)	No	N/A
Race, etc.			
Sex			
Handicap			

3. ___ List of staff by race, color, national origin, sex, and handicap with pay grades, salaries, promotions, duties, etc.

4. If not, can you "prove" that you have hired the most qualified persons available to you in the relevant labor market regardless of race, color, national origin, sex, or handicap? (Required)

Yes(R) No N/A

4. ___ Records of applicants.
___ Validation of standards by which applicants are selected.

5. Have you taken steps to overcome the effects of past discrimination in the recruitment, hiring, and assignment of faculty? (Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or handicapped status.) (Required)

Yes(R) No N/A

5. ___ Documentation of steps taken.
___ Affirmative action plans.

6. In particular, have you taken care to ensure that applicant pools for staff positions are representative on the basis of the number of qualified persons by race, color, national origin, sex, or handicapped status? (Suggested)

Yes(S) No N/A

6. ___ Recruitment policies and practices.
___ File of applicant.

7. Have you reviewed your relationships with employment and referral agencies to ensure that they do not discriminate on the basis of race, color, national origin, sex, or handicap in referrals? (Required)

Yes(R) No

7. ___ Employment and referral agencies.
___ Universities and colleges.
___ Labor unions.
___ Professional organizations.

8. Have you avoided denial of employment to any handicapped persons because of the need for reasonable accommodation to the physical or mental limitations of these persons? (Suggested)

Yes(S) No

___ Organizations providing services to the handicapped.

9. Have you avoided requiring a medical examination for handicapped persons prior to a conditional offer of employment? (Following a conditional offer, you may require a medical examination if all potential employees undergo medical examinations and the results are not used to screen out handicapped persons.) (Required)

Yes(R) No

B. Hiring

1. Do pre-employment inquiries avoid any references to the potential or actual marital, parental, or family status of an applicant as well as to the applicant's race, color, national origin, sex, or handicap? (Required)	Race, etc. Sex Handicap	Yes(R) No _____ _____ _____	1. __ Applicant files. (Complaints by race, color, national origin, sex, or handicap should include evidence that the alleged unfairness or lack of objectivity is on the basis of race, color, national origin, sex, or handicap).
2. Are nepotism policies written and applied with equal impact regardless of race, color, national origin, sex, or handicap? (Suggested)		Yes(S) No _____	2. __ Formal policy on nepotism.
3. Have you established and maintained faculty salary scales and policy based upon the conditions and responsibilities of employment, without regard to race, color, national origin, sex, or handicap? (Required)		Yes(R) No _____	3. __ Copy of policy, salary scales, conditions, and responsibilities of employment.
4. Do you provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions of the position in question? (Required)		Yes(R) No _____	4. __ Local board policy on equal employment opportunity. __ Number of handicapped staff employed vs. number of applicants who are handicapped.
5. Are reasonable accommodations made for the physical or mental limitations of handicapped applicants who are otherwise qualified unless you can demonstrate that the accommodations would impose an undue hardship? (Required)		Yes(R) No _____	5. __ List of accommodations made.

C. Promotion

1. Are all policies, procedures, and criteria for employee selection for assignments and promotions in writing? (Suggested only for the protection of the local school.)		Yes(S) No _____	1. __ Copy of policy and practices.
2. Are all promotion opportunities posted and announced? (Suggested)		Yes(S) No _____	2. __ Average entry salary by sex. Average salary and grade of 5, 10, and 15-year employees by race, color, national origin, sex and handicapped status. Payroll Data: 1) race, color, national origin, sex, and handicapped status; 2) name or other unique identifier; 3) job title and location assignment; 4) highest degree or (if counted for salary purposes) highest degree and hours beyond that degree;

5) total years experience;
6) total years experience in school district;
7) yearly salary, including pay for extra assignments and description of such assignments.
8) number of months or days employed per year;
9) full-time or part-time;
10) dates of last two promotions.

__ Average time in grade (between promotions) of employees by race, color, national origin, sex, and handicapped status.

3. To help achieve equal opportunities for individuals of "protected" groups, are any of the following programs available:

3. __ Bulletin boards, posters announcing promotional opportunities.

- Remedial? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

- Job Training? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

- Job Retraining? (Suggested)

	Yes(S)	No
Race, etc.		
Sex		
Handicap		

4. If the above programs are available, are they as available to disadvantaged members of the "unprotected" groups as to disadvantaged members of "protected" groups? (Suggested)

Yes(S)	No

D. On-the-Job Status

1. Pay

a. Do persons who are hired for comparable jobs, receive equal salaries regardless of race, color, national origin, sex, or handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

a. __ Copy of pay scale and salaries paid each individual.

b. Has a thorough statistical analysis been completed to determine where imbalances in pay exist on the basis of race, color, national origin, sex, and handicapped status? (Suggested)

Yes(S) No

b. __ Statistical analysis showing breakdown by race, color, national origin, sex, and handicap.

c. Will this type of statistical analysis be done on a regular basis (e.g., annually)? (Suggested)

Yes(S) No

c. __ Policy.

d. Are criteria, which are used for determining salary for each job classification and within each job classification, equitable and available for inspection by all present and potential employees? (Required)

Yes(R) No

d. ___ Criteria.

e. Are criteria for determining salaries for and within each job classification, developed and applied without regard to race, color, national origin, sex, and handicap? (Required)

Yes(R) No

Race, etc. _____
Sex _____
Handicap _____

e. ___ Criteria.

2. Assignment of Duties

a. Do job classifications with substantially the same duties and qualifications have the same title and salary? (Required)

Yes(R) No

a. ___ Organizational chart of school system personnel for both the administrative staff and for separate schools.
___ The number and percentage of employees by race, color, national origin, sex, and handicap for each major job classification (teacher, supervisor, administrator), by level (elementary, junior high, high, district-wide, sub-district wide).
___ List of all extracurricular assignments undertaken by professional and nonprofessional staff, including—
a. name, race, color, national origin, sex, and handicapped status of individual;
b. brief description of assignment (choir director, etc.);
c. amount of any additional salary received for the assignment;
d. information needed to determine whether extracurricular activities undertaken by staff were voluntary or mandatory.
___ List of travel funds expended by staff in past year on the basis of race, color, national origin, sex, or handicap.

b. Does assignment of staff to ranks, levels or job classifications suggest a pattern or equal assignment of comparable qualified males and females, whites and nonwhites as well as handicapped and nonhandicapped staff? (Required)

Yes(R) No

Race, etc. _____
Sex _____
Handicap _____

b. ___ List of staff assignments, pay, etc.

3. Disciplinary Procedures

a. Are job demotions, suspensions, and firings carried out without discrimination on the basis of race, color, national origin, sex, or handicap? In particular, do you require the same standards of performance for members of "protected" groups as you do for members of "unprotected" groups? (Required)

Yes(R) No a.
Race, etc. _____
Sex _____
Handicap _____

__ Listing of employees demoted or suspended by race, color, national origin, sex, and handicapped status.
__ Reason for demotion or suspension.
__ All records or documentation pertaining to discipline.

4. Grievance Procedures

a. Is a grievance procedure established whereby employees who have discrimination complaints (on the basis of race, color, national origin, sex, or handicap) can report such complaints to persons who are knowledgeable concerning anti-discrimination laws and regulations? (Required)

Yes(R) No a.
Race, etc. _____
Sex _____
Handicap _____

__ Copies of notice(s) sent to students and employees stating the name(s), business address(es) and telephone number(s) of the employee(s) designated to coordinate your compliance efforts.

b. Have steps been taken to insure that all employees are aware of this procedure? (Required)

Yes(R) No b. _____

__ Copy of grievance procedure.
__ A record of all grievance problems and solutions.
__ Dissemination of grievance procedures.

c. Are members of "unprotected" and "protected" groups equally likely to employ grievance procedures when they feel they have experienced discrimination based on race, color, national origin, sex, and handicap? (Suggested)

Yes(S) No c. _____

__ List of persons who have filed grievances in past three years by race, color, national origin, sex, and handicapped status.

5. Benefits

a. Are all benefits which are available to wives and families of male employees available to the husbands and families of female employees? (Required)

Yes(R) No a. _____

__ Documents listing benefits.

b. Are maternity leave benefits available to married and unmarried employees? (Required)

Yes(R) No b. _____

__ Board policy of leave benefits.

c. Are employees who return to work after a leave of absence for childbearing and/or child care reinstated without loss of seniority or accrued benefits? (Required)

Yes(R) No c. _____

__ Record of persons who have taken leave over past three years.

d. Is the child birth/child care leave policy the same as, and equal to, other leave policies? (Required)

Yes(R) No d. _____

__ Copy of leave policies.

e. Are leave policies (including paid and unpaid leave for educational or professional purposes, sick leave, annual leave, leave for temporary disability, and leave for purposes of personal necessity) equal for members of "protected" and "unprotected" groups, respectively? (Required)

Yes(R) No e.
Race, etc. _____
Sex _____
Handicap _____

__ Copies of all policies relating to granting of leave of absence, including those for temporary disabilities, extended medical leave, and for pregnancy and related conditions.

f. Are all agency-sponsored activities including social and recreational programs, open to all employees regardless of their race, color, national origin, sex, and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

f. ___ Agendas, descriptions of such functions.

g. Are all fringe benefits—medical, hospital, accident or life insurance, retirement, or profit-sharing policies and plans—provided without regard to race, color, national origin, sex, and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

g. ___ Copies or descriptions of any medical, hospital, accident, life insurance or retirement policies or plans which the recipient had administered, offered, operated, or participated in since June 23, 1972.

h. Are all employment related fringe benefits applied equally regardless of race, color, national origin, sex, and handicapped status? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

h. ___ Copies of documents listing employment related fringe benefits.

i. Are all training, internships, staff development opportunities, tuition grants, or other compensation designed to prepare employees for advancement equally available to members of "protected" and "unprotected" groups? (Required)

Yes(R) _____ No _____

i. ___ Descriptions of any administrative internships or training programs operated by the LEA or in which the LEA personnel participate, including:
   a. race, color, national origin, sex, and handicapped status of individuals participating in such programs for the past five years;
   b. means used to inform potential applicants or enrollees of the program;
   c. criteria for selecting participants.

j. Are pregnancy and related conditions treated as any other temporary disability purposes of leave, seniority, and other employment benefits? (Required)

Yes(R) _____ No _____

E. Retention and Retirement

1. Are retirement benefits, insurance pensions, and other welfare programs equal for all employees regardless of their race, color, national origin, sex, and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

1. ___ Copies of retirement and pension plan(s).
___ Copies of policies related to retirement.

2. Are employer contributions for retirement benefits equal for all employees regardless of their race, color, national origin, sex and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

3. Does the retirement or pension plan establish the same optional or mandatory retirement ages for all employees regardless of their race, color, national origin, sex, and handicap? (Required)

	Yes(R)	No
Race, etc.		
Sex		
Handicap		

SAMPLE KEY QUESTIONS

KEY QUESTION: Do the attitudes of the staff promote the accessibility of vocational education for the targeted population?

SUBQUESTIONS:

(1) What are the attitudes of the staff, peers, community toward the targeted population?

(2) What is the knowledge of the staff, peers, community regarding the abilities/disabilities of the targeted population? Is the knowledge base stereotyped?

(3) How much contact has the staff, peers, community had with the targeted population? Has this contact served to decrease or confirm preexisting stereotypes?

(4) How confident does the staff feel about working with the targeted population?

(5) How much training have the staff had preparing them to effectively teach the targeted population?

(6) If the staff has worked with the targeted population, has this experience been satisfying? If not, why not?

(7) Does the staff understand and recognize the ability of the targeted population to make a positive social and personal adjustment and to become self-sufficient?

(8) Do the physical differences of the targeted population seem as a stigma?

(9) Do employers consider hiring the targeted population?

(10) Is the target population seen as dependent, helpless, unmotivated, lacking confidence?

(11) Did the review of the written documents reflect inadequate support for access and equity in the district? If so, why?

KEY QUESTION: Are the policies of the district effective in providing access and equity to the targeted population?

SUBQUESTIONS:

(1) Did the review of the written documents reflect lack of policy supporting the targeted population in vocational education? If so, why?

(2) Is the administrative planning base adequate to provide effective vocational programs for the targeted population?

(3) Are the policies actually carried out in practice?

(4) Are the responsibilities of all staff members clearly defined, understood, and implemented?

(5) Are the existing prerequisites or eligibility requirements for course entry or exit a barrier to the targeted population?

(6) Does the system of identifying student's needs result in categorization or labeling?

(7) Are there competing or conflicting regulations for providing services to the targeted population?

(8) What happens to graduates upon completion of the program? Do they get jobs or opportunities for advanced training?

KEY QUESTION: Does facility use, transportation, equipment and facility scheduling allow the targeted population to participate in vocational education?

SUBQUESTIONS:

(1) Do the students of the targeted population have transportational access to the desired building?

(2) Once they get to the building, can the targeted population enter the building, classroom, restrooms, etc.?

(3) Are class schedules arranged so that conflicts do not exist between vocational classes and required classes?

(4) Is the targeted population familiar with the facility, equipment, tools, or do they seem foreign to them?

KEY QUESTION: Do communication barriers exist that discourage the targeted population from being aware of, taking advantage of, and succeeding in vocational education?

SUBQUESTIONS:

(1) Is information presented to students in a manner that is understandable, i.e., do they receive the information?

(2) Does the information or manner of presentation promote stereotypes?

(3) Are the materials used appropriate to the varying levels of the student's abilities?

(4) Are there efforts made to transmit information in more than one way?

(5) Is there an awareness of the student's level of language functioning and ways to communicate appropriately with the student?

Example Document 7-5

Progress Beyond Access: Checklist For Observation of Sex Equitable Practices at Local Sites[1]

The following checklist has been generated from key informant interview questions originally designed to describe the various aspects of a school subculture. Items are grouped according to the following categories: Language, Technology, Economics, Governance, Social Organization, Cosmology, Value System, and Socialization and Education. Each item deals with a specific aspect as it relates to sex equity in Vocational Education progress in schools.

In the space at the left of each item, write in one number that indicates how descriptive the item is of the program being observed. Numbers can range of 1-5.

1 = Never
2 = Seldom
3 = Sometimes
4 = Often
5 = Always

Items that do not apply or cannot be observed can be left blank or filled in once they are observed.

Language

___ Instructors speak differently to male and female students.
___ Male and female students converse with each other about the work of the class.
___ Language used by students to discuss work of the class is understood better by one sex than another.
___ Faculty discussion of vocational education courses involves language that both sexes understand equally well.
___ Body language of instructors is different toward members of different sexes.
___ Counselors speak differently to males than to females.
___ Students and/or teachers refer to particular courses as being more suited for males or females.
___ When male/female teachers speak with persons of their own sex, they use a vocabulary different from that used in a group of men and women.
___ Administrators are careful to choose language that is not sexist in nature.

Technology

___ In vocational education courses different methods are used to teach males than to teach females.
___ Equipment in the vocational education courses is designed for use by both sexes.
___ Materials used in the vocational education courses show evidence of sex bias.
___ The curriculum for vocational education provides objectives, courses and activities for both sexes equally.
___ Among students and vocational education teachers, complaints have been made about sex equity related problems.
___ Faculty promotions are not discriminatory on the basis of sex.
___ Students are assigned or counseled into courses on the basis of their sex.
___ Assignments of teachers of vocational education are not biased in terms of sex.
___ The way in which the school is administered shows evidence of sex bias.
___ The courses that are offered are designed for both sexes equally.
___ Student achievement and success in vocational education programs is associated with the sex of the student.

Economics

___ The ordering and distribution of materials depends upon the sex of the teacher or the student involved.
___ Monetary sanctions are applied equally to both sexes.
___ Salaries of teachers are different for males than for females.
___ Males and females have equal voice in determining what is ordered in the way of supplies and equipment.

World View—Philosophy

___ In vocational education courses males and females are prepared equally for the world of work and their roles in society.
___ Techniques of teaching are used that appeal to both males and females.
___ Vocational education teachers present themselves to their students as non-biased in terms of sex.
___ Parents believe the vocational program to be unbiased by sex.
___ Students and teachers have a sense of pride in the belief that their vocational education programs (courses) do not discriminate by sex.
___ The administration places high importance on sex equity in vocational education programs.
___ Vocational education teachers believe they can make their programs sex equitable.

Value System

___ The vocational education program does not favor males or females in providing opportunity for employment.
___ Vocational education teachers are meeting the needs of both male and female students.
___ This vocational education program values highly equal treatment by sex.
___ Males and females do not participate equally in student decisions.

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[1]Jason, M. H. and Schwartz, H. S., *A Guidebook to Action Research for the Occupational Educator*, Prepared for Dept. of Adult, Vocational and Technical Education of the Illinois Office of Education, 1976.

___ The status of one sex is higher than the status of another in the vocational education program.
___ One sex receives the best supplies.
___ One or another sex dominates the "in" crowd.
___ Males and females are rewarded equally in vocational education.

Governance

___ Decisions made in the school with respect to vocational education are affected by sex of the involved parties.
___ Lesson plans and curriculum plans are evaluated differently for male and female instructors.
___ Inservice meetings in the school concerning vocational education are designed to accommodate both sexes.
___ Decision making processes for vocational education programs benefit and involve both sexes equally.
___ Power in the vocational education programs is shared equally among males and females.
___ Vocational education students are grouped into courses on the basis of sex.
___ Work on committees is dominated by one sex; that is, opportunity and expectancy to serve is not shared equally by males and females.
___ Cliques that exist among vocational education faculty are heavily dominated by one sex.
___ Decisions made by the principal are influenced by sex of the parties involved.
___ Men and women faculty have equal say in policy decisions that affect them.
___ The decision makers in the school are all men.

Social Organization

___ Among students in vocational education, there is a lot of peer pressure to choose courses traditionally oriented toward or dominated by their own sex.
___ Social interaction among faculty occurs between both sexes.
___ Social groups among teachers are predominantly one sex.
___ Other faculty view the vocational education courses as influenced by sex bias.
___ The preferred jobs in vocational education are shared equally by both sexes.
___ The leaders of the informal organization are predominantly one sex.
___ Sex equity in vocational education is viewed as a reachable ideal by persons in vocational education programs.
___ Students learn sex stereotypic behavior in vocational education courses.
___ Students value the idea of males and females taking courses which in the past have been traditionally dominated by one sex.

Socialization and Education

___ The criteria for measuring competence in vocational education programs are different for males and females.
___ Male and female vocational education instructors are viewed as equally competent.
___ Action taken against incompetent teachers is not influenced by the sex of the teacher.
___ Male and female students are not rewarded and punished in the same way.
___ A change of status such as a promotion or award is treated the same for males and females by vocational education faculty.
___ Male and female students and faculty proceed through the same socialization cycle as they move through the program.

Example Document 7-6

LABORATORY EVALUATION FORM FOR ACCESSIBILITY FOR THE HANDICAPPED

NAME OF LABORATORY _____ ROOM NUMBER _____

SCHOOL BUILDING _____ CITY _____

EVALUATOR _____ DATE _____

ITEM	YES	NO	REMARKS
ENTRANCE TO LABORATORY			
1. Do all entry and exit passage doors have a minimum clear opening of 32" in width?			
2. Does the approach on the pull side of the door allow enough room to manuver a wheelchair? (level floor 5'0" away from the door with at least 1'6" clear from the jamb on the handle side)			
3. Does the approach on the push side of the door allow enough room to manuver a wheelchair? (level floor 4'0" away from the door)			
4. Do the entrance doors have a flush, smooth bottom rail at least 10" high?			
5. Are thresholds a maximum of ½" high and are they beveled for wheelchair access?			
6. Are door handles at a reachable height and are they easy to operate?			
7. Are room numbers and descriptive signs installed on the latch side of the door between 4'6" and 5'10" from the floor?			
a. Do signs have high color contrast?			
b. Do signs have raised letters or some other tactual means for reading?			
CIRCULATION IN THE LABORATORY			
1. Aisles			
a. Are aisles between furnishings, equipment, countertops, etc., at least 3'0" wide?			
b. Are "safe" aisles provided to and from classroom area for the visually impaired?			
c. Is manuvering space provided for wheelchairs in front of, and around, equipment and work stations?			
2. Work Stations			
a. Is there at least one accessible work station in the laboratory (clear space beneath a fixed top of 3'0" wide, 2'0" deep, and 2'6" high)?			
b. Are provisions made for access to various work stations in laboratories where multiple work stations are utilized during a class session or unit?			
c. Are work stations well lighted?			

ITEM	YES	NO	REMARKS
3. Lockers, Cabinets, Tool Storage			
a. Are 2% of the lockers not over 4'0" high from the floor and do they have a 3'6" manuvering space in front?			
b. Are cabinets that contain tools and/or materials for class activities reachable from a wheelchair?			
c. Are cabinets that contain tools and/or materials for class activities well marked visually and tactually for the hearing and vision impaired?			
d. Are cabinets and other storage areas that contain dangerous materials well marked visually and tactually?			
e. Are the mechanisms for opening cabinets and other storage areas easy to operate?			
4. Safety and Warning Devices			
a. Are both visual and audible alarms for fire and other emergencies provided?			
b. Are fire alarm activating controls mounted between 3'4" and 4'0" above the floor?			
c. Are floors and traffic areas of the laboratory free from material scraps and other materials that might cause falls?			
EQUIPMENT UTILIZATION			
1. Is required laboratory equipment reachable from a wheelchair?			
2. Do controls on required pieces of equipment have tactual markings for visually impaired students?			
3. Are factory options that make equipment and/or furnishings accessible available?			
4. Are adaptive aids/devices available to make equipment usable by the handicapped?			
5. Is there an alternative piece of equipment or an alternative technique that would make course activities accessible?			
6. Do the course/unit objectives need to be modified and/or individualized for individual handicapped students?			

IMPLEMENTATION CHECKLIST FOR LIMITED ENGLISH PROFICIENCY POPULATIONS

INSTRUCTIONAL SERVICES

	Yes	No
Has existing curriculum been adapted or new curriculum developed to provide for the special needs of LEP persons, such as:		
--the development of English language skills related to vocational insturction and employment	____	____
--an understanding of cultural values and attitudes related to the American educational system and the world of work	____	____
--the development of positive self-image	____	____
--an understanding of equal employment practices and resources	____	____
Has staff been hired, reassigned, or teamed to accomodate LEP needs such as:		
--recruiter	____	____
--material developer/translater	____	____
--language tester	____	____
--bilingual vocational instructor/aide	____	____
--vocational ESL teacher	____	____
--program coordinator	____	____
--bilingual counselor or counseling aide	____	____
Do inservice plans provide for staff training in areas related to LEP persons?	____	____
Have instructional materials been acquired, adapted, or developed which take into account the culture and language proficiency of LEP students such as:		
--vocational materials in simplified English	____	____
--bilingual or non-English language vocational materials	____	____
--vocational English as a second language materials	____	____
--bicultural/multicultural materials	____	____

	YES	NO
Does the education testing and assessment take into consideration language and cultural differences through:		
--the use of bilingual staff for testing	____	____
--use of bilingual or non-English testing instruments	____	____
--the development of criteria to correlate educational training in the United States and other countries	____	____
Does scheduling of vocational course take into consideration LEP student needs by:		
--providing flexibility	____	____
--coordinating with other programs (bilingual, adult ESL, GED) to insure sequential student programs	____	____
--extending school day/wee/term to accomodate special courses or supplemental instruction	____	____

SUPPORT SERVICES

Have the guidance and counseling services been modified to meet the needs of LEP persons through any of the following:		
--inservicing of counselors on bicultural techniques and LEP needs	____	____
--provision for bilingual counselor, aide/translator, or peer counselor	____	____
--bilingual psychological services	____	____
--acquisition or development of special English or bilingual materials	____	____
--referrals to or provision for social services	____	____
--involvement of LEP families--special meetings, bilingual mailings, family counseling, etc.	____	____
Do plans for meeting LEP persons' needs include special services such as transportation, job placement, day-care, financial assistance?	____	____

FACILITIES AND EQUIPMENT

Are facilities available for supplementary activities:		
--classrooms or meeting rooms for tutorial sessions	____	____
--language labs for language practice	____	____
--resource room for special bilingual materials	____	____
Are vocational programs offered at sites convenient to LEP communities?	____	____
Does the program possess or have access to equipment needed in the instruction of LEP students, such as bilingual typewriters or audiovisual equipment?	____	____

RECRUITMENT AND ENROLLMENT

Has the program taken any special steps to recruit and enroll LEP students such as:	YES	NO
--hiring a bilingual/bicultural recruiter	____	____
--developing bilingual promotional materials for parents and students	____	____
--advertising in bilingual community newspapers and radio programs	____	____
--developing relations with social service agencies for referrals	____	____
--enlisting bilingual community support	____	____

CHECKLIST FOR EVALUATING SERVICES TO SPECIAL POPULATIONS

AMERICAN INDIAN

HAVE YOU...

	YES	NO
-provided culturally-oriented vocational curricula consistent with Indian culture and values?	____	____
-increased the pariticipation and involvement of parents and members of the Indian community in the planning and development of Indian vocational education programs?	____	____
-provided career guidance and adult education programs which focus on assisting urban Indians to secure employment and to adjust to urban life?	____	____
-increased reservation-based vocational programs for Native Americans tailored to local tribal economic development plans?	____	____
-provided adequately trained vocational education instructional personnel who can communicate and relate to the specific needs of Native Americans?	____	____
-increased transportation services and/or residential facilities to enable Indian students to participate in off-reservation vocational education programs?	____	____

LIMITED ENGLISH PROFICIENCY

-provided individualized, performance-based vocational curricula for limited English proficiency students?	____	____
-provided learning experiences related to the needs and experiences of limited-English and non-English speaking students?	____	____
-recruited, selected and trained competent bilingual-bicultural vocational staff and teacher aides?	____	____
-designed innovative curriculum materials, methods, strategies tailored to the specific needs of the Limited English Proficiency student?	____	____

MINORITY GROUPS

HAVE YOU...

	YES	NO
-increased the provision of information, experiences and multicultural activities to enable minority students to investigate their ethnic heritage?	____	____
-promoted efforts and activities to develop understanding of and respect for cultural diversity and different value systems among administrators, instructors, counselors, and students?	____	____
-provided interdisciplinary approaches to language arts and communications skill development in academic/vocational education programs and activities?	____	____

MIGRANTS

-provided continuity of academic and vocational instruction across all ages and grade levels through program coordination from one educational setting to another?	____	____
-conducted activities to improve attitudes and interactions of teachers and migrant students?	____	____
-developed vocational curricula to enable migrant students to become contributing and productive members of the community?	____	____
-provided innovative bilingual-bicultural curriculum materials to enhance educational experiences for the migrant student?	____	____
-increased the involvement and participation of migrant parents and community members in the vocational education system?	____	____

Example Document 7-9

SAMPLE REPORT FORMAT

Key Question:

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS

References

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DAVTE
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Sangamon State University
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